

Bulletin No. 02.10

October 24, 2002

Topic: Meeting Report Card Requirements of ESEA

The recently reauthorized federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001, requires additional data collection and reporting by both state and local education agencies. As a result, the DPI and local school districts will need to modify their data systems to collect and maintain more accountability data and report more data to the public. For Wisconsin, unlike many other states with a history of a more centralized educational system, these new federal mandates will require significant change from past practice.

This bulletin covers the data requirements of the Annual State Report Card and the Report to the Secretary. The law also requires that local districts produce an annual LEA Report Card. DPI will use the Wisconsin Information Network for Successful Schools (WINSS) website to meet the state reporting requirements. The agency will modify, add, and develop data presentations so local districts can link to the site and meet many of the LEA Report Card requirements.

State Report Card Requirements-Academic Assessment Data

Excerpts From ESEA

TITLE I, SEC. 1111

(h) REPORTS.-

(1) ANNUAL STATE REPORT CARD.-

(C) REQUIRED INFORMATION.-The State shall include in its annual State Report Card-

"(i) information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student);

"(ii) information that provides a comparison between the actual achievement levels of each group of students described in subsection (b)(2)(C)(v) and the State's annual measurable objectives for each such group of students on each of the academic assessments required under this part;

"(iii) the percentage of students not tested (disaggregated by the same categories and subject to the same exception described in clause (i));

"(iv) the most recent 2-year trend in student achievement in each subject area, and for each grade level, for which assessments under this section are required;

DPI Plans

The department will meet these requirements through enhancements to the Wisconsin Student Assessment System (WSAS) and to the data displays on the WINSS website. The site will be redesigned to meet both the requirements of these provisions and DPI's federal Title I Timeline Waiver Agreement.

State Report Card Requirements-Other Adequate Yearly Progress Indicators

Excerpts From ESEA

TITLE I, SEC. 1111

(h) REPORTS.-

(1) ANNUAL STATE REPORT CARD.-

(C) REQUIRED INFORMATION.-

"(v) aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;

"(vi) graduation rates for secondary school students consistent with subsection (b)(2)(C)(vi);

DPI Plans

In Wisconsin, no decision has been made regarding "other indicators." Graduation rates are based on number of graduates and number of dropouts. Two other indicators ESEA suggests for consideration are grade advancement and attendance.

According to sec. 1111(b)(2)(I)(i), graduation rates and other indicators must be fully disaggregated to be used for "adequate yearly progress" purposes. In the current data collections of enrollment, graduation, dropout, grade advancement, and attendance, data are summarized to the school, grade, gender, and race/ethnicity level. Graduation and dropout are further summarized to the disability status level.

The detail in these collections does not meet the requirements of the law. Use of these data to meet adequate yearly progress requirements means data must be reported to the more detailed level of school, grade, gender, race/ethnicity, disability, poverty, and English proficiency.

The data systems at the state and local level will have to change to accommodate these requirements.

State Report Card Requirements-Other Data**Excerpts From ESEA**

TITLE I, SEC. 1111

(h) REPORTS.-

(1) ANNUAL STATE REPORT CARD.-

(C) REQUIRED INFORMATION.-

(vii) information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116; and

(viii) the professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

DPI Plans

DPI has almost all of the data needed to meet these requirements. However, districts will need to report all teachers assigned to multiple schools on an FTE-by-school basis beginning with the fall 2002 staff data collection (PI 1202). DPI will combine PI 1202 data and teacher licensing data to meet the above requirements through enhancements to the data displays on the WINSS website. More changes in data collections may be necessary as additional guidance is received from the U.S. Department of Education.

Annual Report to the Secretary Acquisition of English Proficiency**Excerpts From ESEA**

TITLE I, SEC. 1111

(h) REPORTS.-

(4) ANNUAL STATE REPORT TO THE SECRETARY-Each State educational agency receiving assistance under this part shall report annually to the Secretary, and make widely available within the State-

"(D) beginning not later than school year 2002-2003, unless the State has received an extension pursuant to subsection (c)(1), information on the acquisition of English proficiency by children with limited English proficiency;

DPI Plans

Although not a "state report card" requirement, these data will be treated like "report card" data for dissemination purposes. Changes in the data DPI collects will be required. Data currently collected about English proficiency is summarized to the number of students with limited English proficiency at each proficiency level. These data do not provide information about acquisition of English proficiency because students with limited English proficiency acquire the requisite English language proficiency and move on. However, they, in turn, are replaced by new students with limited English proficiency entering the schools. Individual student data will be required to document that students are acquiring English proficiency as mandated.

Meeting State Report Card Requirements-More Details

Data Collection System Change

The data collection system in Wisconsin must change. To comply with new federal requirements for data collection, the state will need to move to an individualized student record system. Specifically, the DPI will make three key changes in the annual enrollment data collection to meet these requirements:

- convert the collection from an aggregated student data collection to an individual student data collection;
- include state-assigned unique student identifiers; and
- add data required to fill gaps in existing collection as necessary to meet specific ESEA report card requirements. The focus of this project will be on meeting accountability requirements under section 1111 of Title I, which include fully disaggregated graduation/dropout data and other academic indicators as well as data about acquisition of English proficiency.

The individual student enrollment data collection will be easier and less costly to modify than changing the aggregate system to summarize the data in new ways as currently required by law and as may be required in the future. The U.S. Department of Education has provided limited guidance to date and is involved in its own projects that may in turn significantly affect how data will be collected and reported in the future. Since laws, rules, regulations, and policies can and will change, moving to a more flexible, responsive system will save time and the cost of future modification and be more useful to schools.

We will not duplicate data collection. Wisconsin state law requires a School Performance Report (SPR) also. We will use the individual enrollment collection to meet both the federal and some of the state SPR requirements. Required data will be collected in one or the other collections but not both.

We recognize the early fall due dates for these collections are difficult, especially since school now begins after Labor Day. It is important to remember that the state SPR is web based and available for data entry in the spring of the reporting school year. Many factors of the state-required SPR, such as expulsions, suspensions, and habitual truancy, can be reported at school year end or during the summer.

This improved individual student enrollment collection will be a web-based data collection with built-in editing and data quality checking. The stakes are high, and the data must be accurate. The individual student records will be unique and **anonymous**. No individual names will be collected, but there will need to be a state-assigned student identification number that will follow the student over time and from district to district.

The timing of this project is condensed and will require multiple phases. This project necessitates collaboration with local school districts and CESAs, state education policy makers, and other education stakeholders. The state will move as rapidly as possible to meet all ESEA accountability data requirements, but not all requirements can be met in the first couple of years. Fully disaggregated graduation rates will not be available until we have four years of cohort dropout data disaggregated to the appropriate level to calculate graduation. Full disaggregation of other academic indicators and information on the acquisition of English proficiency should be possible after full implementation of the new enrollment data collection anticipated for the fall of 2004.

The individual enrollment data system planned to meet the requirements of the ESEA is a subset of all the data the department collects about students. This system is limited to the individual data required to

meet the requirements ESEA. The department will limit the individual data collected to the Title I, sec. 1111, requirements of the law but will not collect the suspension or expulsion data at the individual student level. The discipline data as well as the other indicators in the School Performance Report collection and other program participation data will continue to be collected in aggregate.

Changes to teacher data collections to meet ESEA report card requirements appear to be relatively minor at this time, but more significant changes may be required as additional guidance is received from the United States Department of Education.

Dissemination Requirements

The WINSS website (www.DPI.state.wi.us/sig/) is the official annual state report card for ESEA purposes. As the data collections change, the displays on WINSS will change to continue to more closely meet the law. Districts will be able to link to this site to fulfill many of the LEA report card requirements under the law.

Local Report Card Requirements

ESEA Excerpts

TITLE I, SEC. 1111

(h) REPORTS.-

(2) ANNUAL LOCAL EDUCATIONAL AGENCY REPORT CARDS.-

"(B) MINIMUM REQUIREMENTS-The State educational agency shall ensure that each local educational agency collects appropriate data and includes in the local educational agency's annual report the information described in *paragraph (1)(C) as applied to the local educational agency and each school* served by the local educational agency, and-

"(i) in the case of a local educational agency-

"(I) the number and percentage of schools identified for school improvement under section 1116(c) and how long the schools have been so identified; and

"(II) information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the State as a whole; and

"(ii) in the case of a school-

"(I) whether the school has been identified for school improvement; and

"(II) information that shows how the school's students achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the State as a whole.

"(E) PUBLIC DISSEMINATION.-The local educational agency shall, not later than the beginning of the 2002-2003 school year, unless the local educational agency has received a 1-year extension pursuant to subparagraph (A), publicly disseminate the information described in this paragraph to all schools in the school district served by the local educational agency and to all parents of students attending those schools in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand, and make the information widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies, except that if a local educational agency issues a Report Card for all students, the local educational agency may include the information under this section as part of such report.

What DPI Will Do

All the data required by "paragraph (1)(C)" and most of the other data included in the "Local Report Card" requirements will be on the WINSS website at the state, district, and school level as soon as these data become available. Data required by (2)(B)(i)(II) and (ii)(II) are already on WINSS. Most of the data listed in (2)(B)(i)(I) and (ii)(I) regarding schools identified for improvement also are required by (1)(C) and will be included on WINSS. We intend to make local data downloadable, so reports can be customized by districts to meet local needs as appropriate.

What Districts Need To Do

1. Become familiar with changes in WSAS for 2002-03 to ensure that all required data are provided in an accurate and timely manner.
2. Ensure that 2002-03 PI 1202 teacher assignment data are provided by school, even for

teachers assigned to multiple schools.

3. Identify other changes in local data reporting needed to meet local report card requirements. Districts may point to the Data Analysis Section of WINSS to provide Internet access to local report card data or choose to publish their own reports.
4. Prepare for changes in the PI 1290 enrollment data requirements. Some changes will take effect for 2003-04, but most will not take effect until 2004-05.

Local report card dissemination provisions are more detailed than state report card dissemination requirements. DPI plans to provide easier access to raw local report card data through WINSS, so districts can download these data for expanded publication and distribution purposes if required.

The law requires reporting to commence in the 2002-03 school year, so we must move quickly to comply with the reporting requirements. Whereas our system for collecting individual enrollment records won't begin until 2004-05, we will modify the WINSS website as quickly as possible to meet the other reporting requirements. We have been told verbally by representatives of the U.S. Department of Education that they understand certain deadlines will be missed due to state and local constraints, but a good-faith effort must be made to meet these requirements by the earliest possible date.

If you have specific questions or comments related to this bulletin, please contact Jean Whitcomb (jean.whitcomb@dpi.state.wi.us) or Chris Selk (christine.selk@dpi.state.wi.us). We prefer comments or questions in writing. Comments or questions received may be shared with a larger group as we work on the details and implementation issues.